References

Gibson, C. & Stein, S. (2001). USDA Forest Service Staff   Reaching Out: A USDA Forest Service Toolkit for Equal Participation. . FS-721 S

Kuo, E.E. & Sullivan,W.C. (2001). University of Illinois, Human-Environment Research Laboratory, Urbana-Champaign

McDonough, M., Russell, K., Burban, L., & Nancarrow, L. (2001). Dialogue on Diversity: Broadening the Voices in Urban and Community Forestry.

**Urban & Community Forestry
Outreach Services Committee**

Mark Bays—*Oklahoma*
Lisa Burban— *USDA Forest Service Northeastern Area*
Paul Dolan—*Rhode Island*
Chris Donnelly—*Connecticut*
Matt Edwards—*Iowa*
Terry Galloway—*Maryland*
Liz Gilland—*South Carolina*
Neil Letson—*Alabama*
Ashley Mulis—*Indiana*
Harold Taft—*Alabama*
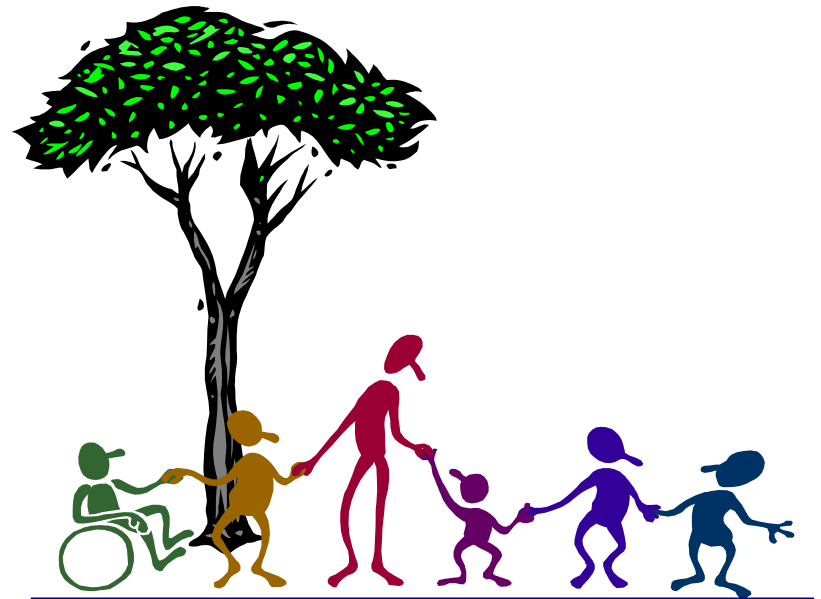**Teresa Trueman-Madriaga**—*Hawai`i*
Iris Magaly Zayas— *USDA Forest Service Southern Region*

Urban and Community Forestry

*Outreach Services Strategies
for all Communities*

Website

BACKGROUND

Urban forestry programs impact more diverse population groups than any other state forestry agency activity. Yet when planning or delivering program services, state urban forestry coordinators often struggle to identify, understand, and involve all diverse groups. When this happens, program delivery tends to favor some traditional groups while unintentionally leaving out others.

State and territory urban forestry coordinators addressed this issue during their meeting at the National Urban Forest Conference held in Washington, D.C. on September 4, 2001. A committee was formed to explore how to improve program delivery to population groups characterized by race, color, national origin, sex, age, or disability. The committee gave special attention to those groups generally not engaged in urban forestry. The committee includes state and federal urban and community forestry representatives from different regions of the United States. This guide is the result of the committee's collaborative effort.

COMMITTEE FOCUS

Develop and assemble information and strategies that can be used by state forestry agencies and other organizations to provide universal service and access to urban forestry programs.

COMMITTEE TASKS

1) Compile strategies, resources, and success stories into final format for use by state urban forestry coordinators and other programs, (2) Provide status reports to state foresters, and (3) Distribute the guide to all urban and community forestry state and federal coordinators and appropriate partners, and (4) Present an oral report, including recommended follow-up activities, at the next National Urban Forestry Coordinators meeting in 2003.

Success Story: Environmental Outreach, Education, and Tree Planting in Annapolis, Maryland.

Project Statement: To develop a program for the growing Hispanic population that would create an awareness and appreciation for our watershed, educate them on the role of trees in urban areas, and inspire community involvement in the re-greening of local neighborhoods.

Location: City of Annapolis, Maryland.

Background: The Maryland Forest Service goals are to promote the planting and nurturing of trees and protect the environment and our grand estuary, the Chesapeake Bay. In response to the needs of the growing Spanish speaking population, the Maryland DNR Forest Service created an environmental pilot project.

Activities: After eight months of planning and with the help of many organizations and volunteers, 80 trees were planted and a brochure was printed. The Annapolis Transit provided bus transportation, bandanas and work gloves. The City of Annapolis Parks & Recreation selected the planting site. The United States Naval Academy Latino Club members attended a tree planting workshop, then served as bilingual supervisors on planting day. A bilingual City police department representative communicated the message about the value of trees in the urban environment, and the importance of healthy streams, rivers, and the Chesapeake Bay. Bartlett Tree Experts provided chips and other logistical support. The County Health Department shared their understanding of the Hispanic culture. A local restaurant donated food and drinks and a local newspaper wrote about the activity.

A grant from the Chesapeake Bay Trust (MD's environmental license plates) funded the printing of the "*Guide to Tree Planting and Care*" brochure in English and Spanish, and the purchase of 80 trees.

Results: Several Hispanic scout groups and church youth groups continue to weed, water, and re-mulch the original planted trees. Additional projects organized by and involving Hispanic communities are occurring in growing numbers throughout the state. The DNR Forest Service supports these projects.

Success Story: Hawaii's TREE Center Youth Exchange Program—Sharing of Cultures and Caring for the Land.

Project Statement: To launch a Youth Exchange Program *Sharing of Cultures, Caring for the Land (Malama Aina)* .

Location: On the slopes of Mauna Loa in Kealakekua, Hawai`i.

Background: Tropical Reforestation and Ecosystems Education Center (TREE Center) opened Camp Papaloa's *Trees as Habitat Nature Awareness and Education Camp* for Hawaii's children, ages 9-14 in July 2000. Since then youth from California, Missouri, and Louisiana have participated in the camp experience.

With the growing popularity of Camp Papaloa, and a goal to expand children's' learning experience, the TREE Center created a *Youth Exchange Program Sharing Cultures and Caring for the Land* (*Malama Aina*). The US Forest Service awarded 'seed' money for the project and the Alaska Association of Conservation Districts committed to the program, followed by the Arizona Navajo Resource, Conservation and Development.

Activities: In August 2001, the Alaska team comprised of the US Forest Service State & Private Land-Alaska and The Mid-Yukon Kuskokwim Soil and Water Conservation District traveled to Camp Papaloa to 'work' the camp to gain first hand experience. In August 2002, the Hawai`i team traveled to Anchorage and Aniak, Alaska to conduct site visits, to meet Alaska natives, staff of Kuspuk School District, staff of Kuskokwim Native Association, and the director of Civil Rights and Tribal Government Relations-Alaska Region.

Results: In March 2003, TREE Center and its partners will launch the *Youth Exchange Program* with Alaska Yupik Eskimos from Aniak, Alaska, in a week long camping experience with Hawai`i youths. In June 2003, Hawai`i youths will travel to Alaska to continue their learning experience with their Yupik Eskimo friends.

Funding: TREE Center received funding for the *Youth Exchange Program* from Bishop Museum, Change Happens Foundation, Bill Healy Foundation, Kukio Foundation, and the US Forest Service.

Table of Contents

HOW TO USE THIS GUIDE

This guide is intended to help you work with diverse population groups in your community. Begin by learning more about the diversity of the population in your area. Then determine how to reach out to the various segments of the population by cultivating relationships and targeting communications. The steps listed, resources provided, and success stories are intended to help you provide service to all communities.

Each page provides space for you to write down information and notes. When the steps have been completed you will have a outreach plan.

Step One: Learn About the Diversity of the Population in Your Area.

Define the composition and diversity of your population by using such tools as the U.S. Census information at www.census.gov.

_____
_____
_____
_____
_____

List the "non-traditional" partners that appear to be non-participating.

_____
_____
_____
_____
_____
_____
_____

Success Story: Diversity Outreach Meeting Alabama Urban Forestry Partnership

Project Statement: Employ a model format to engage diverse community representatives with local government service providers to determine urban forestry delivery.

Location: Goodwater, Alabama.

Background: During an on-line chat with Lisa Burban and Ed Macie, the US Forest Service announced that it had funded a project to develop a standardized format to help state agencies to "Engage the Non-engaged urban Audiences" such as minority groups and small communities. The Alabama Cooperative Extension System requested that this model format be tested in the state. The Forest Service agreed and arranged to bring Professor Maureen McDonough, Michigan State University, to oversee the use of this format in the state.

Activities: Three targeted communities, Colony, Goodwater, and Pleasant Grove, were invited to participate. All three met the criteria of representing communities and groups who have not benefited fully from the state's urban forestry program or who had large black populations. Alabama's Urban Forestry Technical Committee provided facilitators and coordination for the meeting, with local arrangements provided by Goodwater. County Extension agents and Forestry Commission personnel provided local support and participated in the meetings. The Forest Service provided transportation and logistical support.

The three hour meeting included small group discussions about the community they lived in, concerns about urban trees, previous encounters with service providers, barriers that keep them from participating in programs, and suggestions to improve agency support. At the conclusion all groups were reconvened and observations were shared.

Results: Colony and Goodwater received for the first time *U&CF Financial Assistance Awards* and also technical assistance from local government service providers. This model format was made a program objective in Alabama's five year strategic plan.

Web sites continued:

Federal Asian Pacific American Council: www.fapac.org

Hispanic Association of Colleges & Universities (HACU): www.hacu.net

League of United Latin American Citizens (LULAC): www.LULAC.org

National Association for the Advancement of Colored People: (NAACP) www.naacp.org

National Congress of American Indians: www.ncai.org

National Institute of Environmental Health Science - Health Disparities Research: www.niehs.nih.gov/oc/factsheets/disparity/community.htm

National Council on Disability: www.ncd.gov/

What is Outreach? – USDA Natural Resource Conservation Service (click on "site map" and look for "outreach" section: www.il.nrcs.usda.gov/

Reaching Our Children: A Compendium of Outreach Models: ftp://ftp.hrsa.gov/pubs/outreach.pdf

Strategies for Effective Health Outreach to African American Communities: www.omhrc.gov/us-uk/rjmomh.pdf

US Census Bureau: www.census.gov
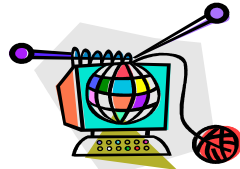
Step Two: Identify Groups and Opportunities

- Review your program to determine opportunities for participation.
- Select groups that you could reach out to.
- Match groups with opportunities.

Action Steps:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step Three: Cultivate Relationships and Build Trust.

- Talk with the proposed group.
- Choose a realistic project goal.
- Develop strategies with the community to help them achieve their goal.
    - Set up a planning committee.
    - Identify individuals with specific skills/resources that can help achieve the goal.
- Monitor and provide support to communities.

Action Steps:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Outreach Strategy Resources/Websites

Agencies:

Federal
USDA Forest Service Cooperative Forestry
USDA Natural Resources Conservation Service
US Census Bureau
National Council on Disability
Bureau of Indian Affairs

State
Governors Office
Universities – Office of Multicultural Affairs
Department of Special Needs & Disabilities
Department of Social Services

Organizations:

National Association for the Advancement of Colored People (NAACP)
Federal Asian Pacific American Council
League of United Latin American Citizens
National Congress of American Indians
Disabled American Veterans

Web sites:
www.treelink.org and www.treelink.org/nucfac

Community Outreach Partnership Centers (Housing and Urban Development)
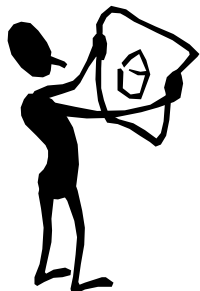www.oup.org/about/aboutcopc.html

Definitions of Key Outreach Concepts:
 www.ssi.nrcs.usda.gov/ssi/B_Stories/2_Tech_Notes/
T005_OutreachDefinition.pdf

Developing a Hispanic Outreach Program that Works:
www.resna.org/taproject/library/atq/hispanic.htm

Step Seven: Monitor Your Plan and Follow Up

Return to *steps one* and *two* periodically and compare the diversity level of current program participants to the potential participants in your area.

- Maintain established relationships.
- Cultivate new relationships.
- Evaluate success of program.
- Internally, determine what worked and what didn't.
- Seek feedback about the effectiveness of program.
- Make adjustments to your plan and continue the outreach.
- Have fun!

Action Steps: Identify successful steps and adjustments needed.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Step Four: Develop a Communications Strategy

- Determine the aspects of your program that you want to communicate.
- Keep communications clear.
- Print materials in appropriate languages whenever necessary.
- Use different types of media:
  - Announcements in local newspapers.
  - Distribute brochures and flyers to groups.
  - Put up posters in gathering places.
  - Create public service announcements for radio.
  - Attend local meetings, fairs and other public events.
  - Use the web to deliver your message.
- Use an appropriate media for the audience. (e.g. talking with community groups, personal visits, attending local events.)

Action Steps:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Step Five: Maintain an Outreach Work Environment

Identify processes that will help provide universal services to all groups.

- Have everyone in your office support these efforts.

- Identify and address internal barriers that may prevent anyone from participating. For example:

  - Parking is adequate and ramp accessible.

  - Assistive listening devices are available and signs are marked in Braille.

  - Hours are adjusted to meet the needs of the community or group.

Action Steps:

_____
_____
_____
_____
_____
_____
_____

Step Six: Implement Community Outreach Programs

- Develop a checklist of activities to complete the project.
- Be sure the group is prepared to implement the project and appropriate training has been provided.
- Stay involved with the group and their goals.
- Celebrate the completion of the project.

Action Steps:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____